



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11481382
SAU: Sanford School Department
School: Sanford Jr High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 7

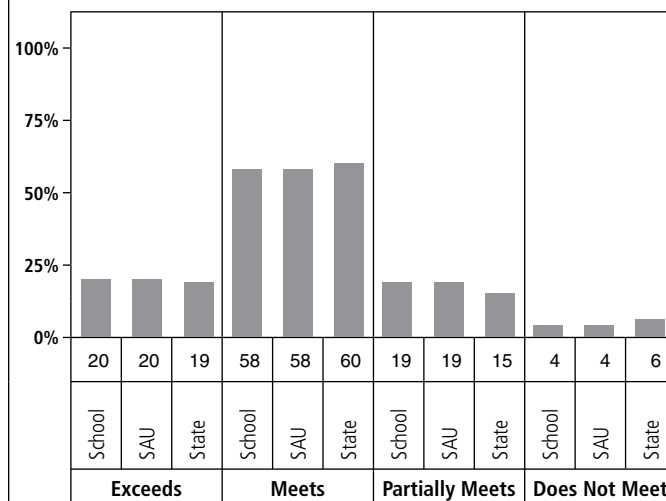
SAU: Sanford School Department

School: Sanford Jr High School

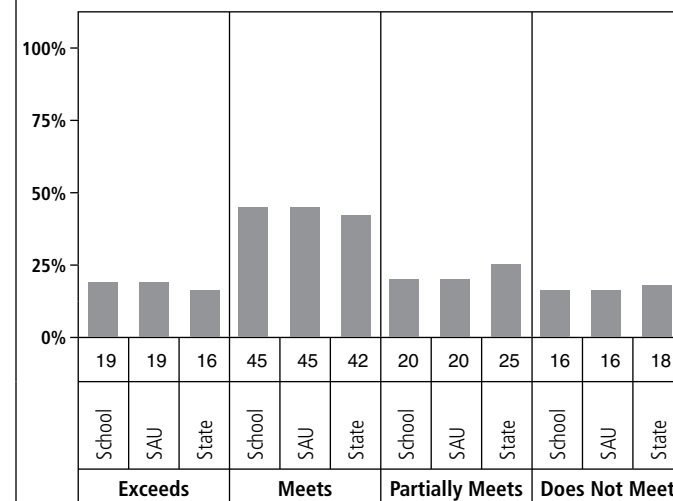
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	748	748	748
2007–2008	750	750	750
2008–2009	751	751	751
Cum. Avg.*	750	750	750
Mathematics			
2006–2007	745	745	742
2007–2008	746	746	743
2008–2009	747	747	745
Cum. Avg.*	746	746	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Sanford School Department
School: Sanford Jr High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	254	100	256	100	14446	100	252	100	254	100	14316	99	252	100	254	100	14322	99						
Ethnicity African American/Black	2	1	2	1	432	3	2	100	2	100	416	97	2	100	2	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	9	4	9	4	260	2	9	100	9	100	255	98	9	100	9	100	259	100						
Hispanic	1	0	1	0	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	242	95	244	95	13483	93	240	100	242	100	13380	99	240	100	242	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	43	17	45	18	2428	17	43	100	45	100	2391	99	43	100	45	100	2391	99						
Current LEP	3	1	3	1	334	2	3	100	3	100	318	95	3	100	3	100	328	98						
Economically disadvantaged	121	48	121	47	5498	38	120	100	120	100	5431	99	120	100	120	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	216	85	216	84	11742	81	214	84	214	84	11754	81						
Identified disability (PET/IEP)	8	4	8	4	367	3	8	4	8	4	365	3						
LEP	3	1	3	1	168	1	3	1	3	1	169	1						
504 plan	4	2	4	2	183	2	4	2	4	2	187	2						
Participation with accommodations	29	11	30	12	2367	16	31	12	32	13	2366	16						
Identified disability (PET/IEP)	28	97	29	97	1819	77	28	90	29	91	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	3	1	3	358	15	3	10	3	9	346	15						
Participation through alternate assessment (PAAP)	7	3	8	3	205	1	7	3	8	3	202	1						
Identified disability (PET/IEP)	7	100	8	100	205	100	7	100	8	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	1	0	1	0	33	0	1	0	1	0	32	0						
Non-participation – other	1	0	1	0	97	1	1	0	1	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Sanford School Department
School: Sanford Jr High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	38	15	38	15	2630	18
	2007-2008	43	17	43	17	2604	18
	2008-2009	48	20	48	20	2618	19
	Cum. Total*	129	17	129	17	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	138	55	138	55	7605	51
	2007-2008	145	59	145	58	8049	55
	2008-2009	142	58	142	58	8484	60
	Cum. Total*	425	57	425	57	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	47	19	47	19	3000	20
	2007-2008	36	15	38	15	2672	18
	2008-2009	46	19	46	19	2108	15
	Cum. Total*	129	17	131	18	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	26	10	26	10	1620	11
	2007-2008	22	9	22	9	1190	8
	2008-2009	9	4	10	4	899	6
	Cum. Total*	57	8	58	8	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.6	61.8	34.5	61.6	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.7	58.5	11.7	58.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.9	63.6	22.8	63.3	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Sanford School Department
 School: Sanford Jr High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	245	48	20	142	58	46	19	9	4	751	246	20	58	19	4	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	2										2						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	9	4	44	4	44	1	11	0	0	758	9	44	44	11	0	758	253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	233	44	19	138	59	42	18	9	4	751	234	19	59	18	4	751	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	36	1	3	8	22	20	56	7	19	738	37	3	22	54	22	737	2186	2	36	35	27	737
No	209	47	22	134	64	26	12	2	1	754	209	22	64	12	1	754	11923	22	65	11	3	754
Current LEP																						
Yes	3										3						311	4	41	29	26	739
No	242	48	20	140	58	45	19	9	4	752	243	20	58	19	4	751	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	114	15	13	65	57	28	25	6	5	748	114	13	57	25	5	748	5300	8	58	22	11	746
No	131	33	25	77	59	18	14	3	2	754	132	25	58	14	3	754	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	245	48	20	142	58	46	19	9	4	751	246	20	58	19	4	751	14101	19	60	15	6	751
Gender																						
Female	123	35	28	70	57	14	11	4	3	755	123	28	57	11	3	755	6993	24	61	11	4	754
Male	122	13	11	72	59	32	26	5	4	748	123	11	59	26	5	748	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	245	48	20	142	58	46	19	9	4	751	246	20	58	19	4	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	18	13	72	5	28	0	0	0	0	765	18	72	28	0	0	765	676	66	33	1	0	766
No	227	35	15	137	60	46	20	9	4	750	228	15	60	20	4	750	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Sanford School Department

School: Sanford Jr High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	3	11	12	43	10	36	3	11	744	11	11	43	36	11	744	7	8	48	25	19	743
B. less than one hour	61	34	23	87	58	26	17	3	2	753	61	23	58	17	2	753	52	17	62	15	6	751
C. one to two hours	25	11	18	38	62	9	15	3	5	752	25	18	61	15	6	752	37	23	61	12	4	753
D. more than two hours	2	0	0	5	83	1	17	0	0	749	2	0	83	17	0	749	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	18	25	44	60	9	12	2	3	754	30	24	59	12	4	753	30	33	56	7	4	756
B. good	49	23	19	74	62	19	16	3	3	752	48	19	62	16	3	752	49	16	64	14	5	751
C. fair	19	6	13	22	47	17	36	2	4	748	19	13	47	36	4	748	19	5	59	26	10	745
D. poor	2	1	17	2	33	1	17	2	33	742	2	17	33	17	33	742	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	32	17	22	46	59	13	17	2	3	754	32	22	59	17	3	754	33	24	62	10	3	754
B. They match some of what I have learned.	54	24	18	78	60	24	18	5	4	751	54	18	60	18	4	751	52	18	62	15	5	751
C. They match just a little of what I have learned.	11	6	22	14	52	5	19	2	7	748	11	22	52	19	7	748	11	11	54	23	13	746
D. There is no match.	3	1	14	3	43	3	43	0	0	746	3	14	43	43	0	746	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	8	17	26	55	12	26	1	2	751	19	17	55	26	2	751	17	16	55	18	12	748
B. about the same as my regular schoolwork	71	34	20	104	60	29	17	7	4	752	71	19	59	17	5	752	65	19	62	14	5	752
C. easier than my regular schoolwork	9	6	26	12	52	5	22	0	0	751	9	26	52	22	0	751	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	13	50	11	42	2	8	741	11	0	50	42	8	741	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	61	32	22	87	60	22	15	5	3	753	60	22	60	15	3	753	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	29	16	23	40	58	12	17	1	1	753	29	23	57	17	3	752	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	28	22	78	60	19	15	4	3	752	53	22	60	15	4	752	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	42	19	18	63	61	20	19	1	1	752	42	18	61	19	1	752	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	9	0	0	6	55	4	36	735	5	9	0	55	36	735	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	20	15	31	28	57	4	8	2	4	754	20	31	57	8	4	754	21	27	57	11	5	755
B. 20 minutes to an hour	52	21	17	80	63	23	18	3	2	751	52	16	63	18	3	751	45	22	62	12	4	753
C. less than 20 minutes	11	8	29	16	57	4	14	0	0	755	11	29	57	14	0	755	13	13	61	17	8	749
D. I rarely read at home.	17	4	10	18	44	15	37	4	10	746	17	10	44	37	10	746	21	7	59	24	11	746
Optional school/SAU question																						
A.	17	1	100	0	0	0	0	0	0	776	17	100	0	0	0	776						
B.	50	0	0	2	67	1	33	0	0	745	50	0	67	33	0	745						
C.	17	0	0	1	100	0	0	0	0	754	17	0	100	0	0	754						
D.	17	1	100	0	0	0	0	0	0	764	17	100	0	0	0	764						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Sanford School Department
School: Sanford Jr High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	48	19	48	19	2142	14
	2007-2008	40	16	40	16	2028	14
	2008-2009	46	19	46	19	2220	16
	Cum. Total*	134	18	134	18	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	100	40	100	40	5642	38
	2007-2008	122	50	122	49	5703	39
	2008-2009	111	45	111	45	5879	42
	Cum. Total*	333	45	333	45	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	65	26	65	26	4077	27
	2007-2008	49	20	49	20	3733	26
	2008-2009	50	20	50	20	3537	25
	Cum. Total*	164	22	164	22	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	36	14	36	14	3001	20
	2007-2008	35	14	37	15	3054	21
	2008-2009	38	16	39	16	2484	18
	Cum. Total*	109	15	112	15	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	31.2	55.7	31.1	55.5	29.9	53.4
A. Number	14	25	7.8	55.7	7.8	55.7	7.7	55.0
B. Data	16	29	8.6	53.8	8.6	53.8	8.1	50.6
C. Geometry	12	21	7.2	60.0	7.2	60.0	6.9	57.5
D. Algebra	14	25	7.6	54.3	7.5	53.6	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Sanford School Department
 School: Sanford Jr High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	245	46	19	111	45	50	20	38	16	747	246	19	45	20	16	747	14120	16	42	25	18	745
Ethnicity																						
African American/Black	2										2						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	9	4	44	3	33	2	22	0	0	758	9	44	33	22	0	758	258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	233	42	18	108	46	46	20	37	16	747	234	18	46	20	16	746	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	36	1	3	5	14	10	28	20	56	727	37	3	14	27	57	726	2189	2	17	27	53	728
No	209	45	22	106	51	40	19	18	9	750	209	22	51	19	9	750	11931	18	46	25	11	748
Current LEP																						
Yes	3										3						323	4	20	28	48	729
No	242	46	19	110	45	48	20	38	16	747	243	19	45	20	16	747	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	114	14	12	56	49	21	18	23	20	744	114	12	49	18	20	744	5308	7	35	30	28	738
No	131	32	24	55	42	29	22	15	11	749	132	24	42	22	12	748	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	245	46	19	111	45	50	20	38	16	747	246	19	45	20	16	747	14112	16	42	25	18	745
Gender																						
Female	123	23	19	62	50	22	18	16	13	747	123	19	50	18	13	747	6992	16	43	25	16	745
Male	122	23	19	49	40	28	23	22	18	746	123	19	40	23	19	746	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	245	46	19	111	45	50	20	38	16	747	246	19	45	20	16	747	13096	16	43	24	17	745
Gifted/talented program																						
Yes	18	17	94	1	6	0	0	0	0	773	18	94	6	0	0	773	676	68	29	2	0	767
No	227	29	13	110	48	50	22	38	17	745	228	13	48	22	17	745	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Sanford School Department

School: Sanford Jr High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 61 25 2	2 32 12 0	7 21 20 0	10 72 27 2	36 48 44 33	9 28 11 2	32 19 18 33	7 18 11 2	25 12 18 33	737 749 746 729	11 61 25 2	7 21 19 0	36 48 44 33	32 19 18 33	25 12 19 33	737 749 746 729	7 52 37 4	6 16 18 15	30 42 44 38	28 25 24 24	36 17 14 22	735 745 747 743
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	31 43 21 5	26 17 2 0	35 16 4 0	36 52 20 3	48 50 39 23	10 24 14 2	13 23 27 15	3 12 15 8	4 11 29 62	757 747 738 726	31 43 21 5	34 16 4 0	47 50 39 23	13 23 27 15	5 11 29 62	756 747 738 726	26 46 23 5	35 13 3 1	43 48 32 22	12 25 37 37	9 15 27 40	754 745 737 731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 53 17 5	10 25 9 2	17 19 21 15	30 65 14 2	50 50 33 15	9 25 14 2	15 19 33 15	11 15 5 7	18 12 12 54	747 749 745 732	24 53 17 5	17 19 21 15	50 50 33 15	15 19 33 15	18 12 14 54	747 749 744 732	26 53 17 4	23 15 9 7	43 45 35 21	20 26 32 22	13 15 24 51	749 746 740 730
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	31 51 17	6 22 18	8 18 43	32 65 12	42 52 29	24 23 3	32 18 7	14 15 9	18 12 21	741 748 752	32 51 17	8 18 43	42 52 29	31 18 7	19 12 21	740 748 752	37 51 12	8 16 41	40 44 35	29 25 13	23 15 11	740 746 755
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	58 39 3	25 18 3	18 19 38	69 40 1	49 43 13	28 20 1	20 22 13	18 15 3	13 16 38	748 747 742	58 39 3	18 19 38	49 43 13	20 21 13	13 17 38	748 746 742	48 47 5	14 18 14	42 43 27	27 23 25	17 16 34	744 746 738
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	4 27 58 10	0 11 30 5	0 16 21 20	5 23 74 8	50 34 52 32	4 20 19 7	40 30 13 28	1 13 19 5	10 19 13 20	742 743 749 745	4 28 58 10	0 16 21 20	50 34 52 32	40 29 13 28	10 21 13 20	742 743 749 745	8 38 42 12	8 13 20 16	30 40 45 42	29 27 23 25	33 20 12 17	737 743 748 745
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times a month D. never or almost never	16 36 32 16	7 23 10 6	18 26 13 15	14 40 38 19	35 46 48 49	10 15 19 6	25 17 24 15	9 9 12 8	23 10 15 21	744 751 745 744	16 35 32 16	18 26 13 15	35 46 48 48	25 17 24 15	23 10 15 23	744 751 745 743	15 31 26 28	19 18 17 11	38 42 43 42	25 24 24 27	19 16 17 19	745 746 746 743
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	8 29 41 22	0 14 23 9	0 20 23 17	7 42 40 20	35 60 40 37	8 9 26 7	40 13 26 13	5 5 10 18	25 7 10 33	737 753 748 740	8 29 41 23	0 20 23 16	35 60 40 36	40 13 26 13	25 7 10 35	737 753 748 740	10 22 33 35	12 13 18 16	39 43 44 40	24 26 25 25	24 18 13 19	741 744 747 744
Optional school/SAU question A. B. C. D.	17 50 17 17	0 0 1 0	0 0 100 0	1 1 0 1	100 33 0 100	0 2 0 0	0 67 0 0	0 0 0 0	0 0 0 0	760 746 764 756	17 50 17 17	0 0 100 0	100 33 0 100	0 67 0 0	0 0 0 0	760 746 764 756						